DOCUMENT RESUME

ED 410 151 SO 027 641

AUTHOR Shropshire, Stacey M.

TITLE U.S. Immigration: Creating a Human Tapestry from Prehistory to the Present. Self-Directed Study Units for Grades K-3 and 4-8.

REPORT NO ISBN-0-56976-006-3
PUB DATE 94
NOTE 146p.
AVAILABLE FROM Zephyr Press, 3316 N. Chapel Avenue, Tucson, AZ 85716; telephone: 520-322-5090.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Autoinstructional Aids; Critical Thinking; Elementary Education; *Immigration; Instructional Materials; Interdisciplinary Approach; Learner Controlled Instruction; *Multicultural Education; Social Studies; Teaching Guides; *United States History; World History

ABSTRACT

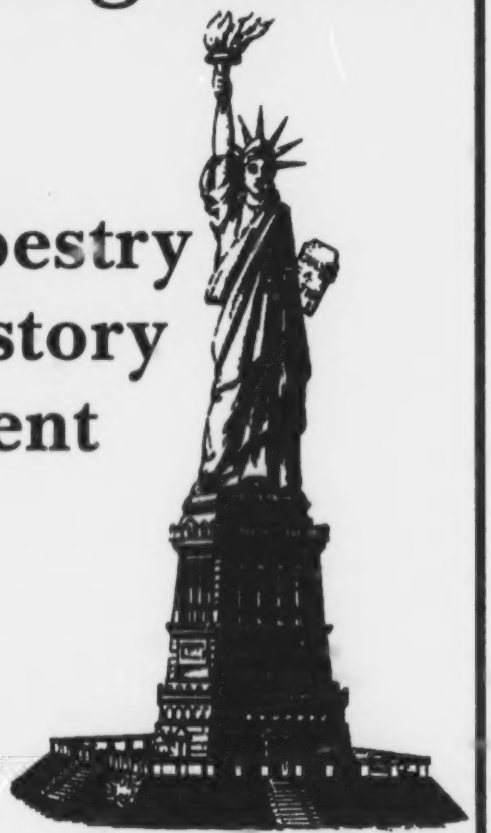
The content of this book is divided into two complete units: unit 1 designed for K-3; and unit 2 for 4-8. Suggestions for adapting either of the levels to fit any individual classroom are included. The study unit provides opportunities for students to address aspects of immigration from historical perspectives, as well as examine future issues related to the topic. The unit emphasizes the use of higher-level thinking skills, and are interdisciplinary in content. Contains a three-page bibliography and learning center ideas. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 410 151

U.S. Immigration

Creating a Human Tapestry from Prehistory to the Present



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 027 641

A SELF-DIRECTED LEARNING EXPERIENCE

Each packet:

- ★ **is reproducible**
- ★ **requires little teacher preparation**
- ★ **works well with the entire class, individually, or with a small group**
- ★ **includes two group levels: K-3 and 4-8, a bibliography, and learning center ideas**

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Jennifer Manke
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. Immigration

Creating a Human Tapestry from Prehistory to the Present

Stacey M. Shropshire

Self-directed study units
for grades K–3 and 4–8.

Process- and product-oriented
interdisciplinary learning through:

Evaluating
Imagining
Researching
Reporting
Thinking and reacting
Mapping and charting
Creating and appreciating
Classifying and comparing
Career exploration and goal clarification

760 (50)

Zephyr Press
Tucson, Arizona

U.S. Immigration
Creating a Human Tapestry from Prehistory to the Present

Grades K–8

© 1994 by Zephyr Press.
Printed in the United States of America

ISBN 0-56976-006-3

Zephyr Press
P.O. Box 66006
Tucson, Arizona 85728-6006

All rights reserved. The purchase of this book entitles the individual teacher to reproduce student copies for use in the classroom. The reproduction of any part for an entire school system or for commercial use is strictly prohibited. No form of this work may be reproduced or transmitted or recorded without written permission from the publisher.

Contents

Premise iv

Teacher's Section

- A Word to the Teacher 1
- Rationale for Self-Directed Learning 2
- From Passive Learner to Active Participant 4
- The Format 5
- Suggested Readings 6
- Getting Started 7
- Interest Development Center 8
- To Prepare for Further Research 9
- Suggestions for Adapting the Unit 10

Unit I: Kindergarten through Grade Three 11

Unit II: Grades Four through Eight 33

Appendix 71

Bibliography 73

The Premise

Learning Is Natural

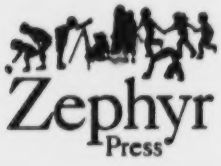
Children are active participants in their learning, not passive vessels to be filled.

They are always seeking and choosing what they will learn and what they will not learn.

Their interest, trust, and active involvement are crucial.

Children tend to become personally involved in projects that appeal to a variety of modalities—reading, writing, reasoning, building, imagining, and creating.

What a gift we give when we respect the child's natural need to explore, to reflect, to communicate, to dream, to celebrate!



(Available in poster form from Zephyr Press)

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona

A Word to the Teacher

U.S. Immigration

Somewhere, in each of our family trees, no matter who we are, is an immigrant to this country. Even our "indigenous" population originated in Asia and moved here in prehistoric times. In what order did our nation's people come? What made them move in the first place? What did they find when they arrived? And, perhaps most importantly, what do they all share? This diversity of peoples has made the United States unique and rich in opportunity: an opportunity to discover the whole world within our own boundaries.

Rationale for Self-Directed Learning

Our children's education must be more than the memorization of capitals of states, products of countries, and dates and places of past wars. Most teachers and parents would agree that what is also wanted is for our children to learn to think for themselves, to make wise choices, to work independently, to evaluate thoughtfully the results of their study, and to use their knowledge and skills creatively.

Obstacles to Independent Learning

In spite of the teacher's best efforts, many, if not most, classroom programs involve students in schedules and organizational plans hat foster dependence rather than the independence we prefer. Students are told what is to be learned and how long it will take them to learn it. The teacher not only defines the resources but also decides whether the learning experience was a satisfactory and valuable one.

A Learning Atmosphere

Each time we, as educators, focus on what our objectives are, we need to take a fresh look at our classroom mode of operation and evaluate the effectiveness of the way we teach. Quite naturally, for most of us, our teaching style has had more to do with how we were taught than with what recent research has shown about the learning process. Even our good instincts have been overcome by the years of conditioning we have known in our own educational processes.

Like a breath of fresh air, recent findings from research on the brain support our intuitive knowledge. This research shows that our brains are receptive to learning only under certain conditions. Our job is to translate that information into a classroom atmosphere that provides

- challenge
- freedom within structure
- trust and warmth
- recognition of each student's learning process
- opportunities to experience success
- personal involvement in the curriculum

A natural transition generally occurs that transforms the former "teacher-lecturer" into a "fellow learner." As fellow learner, the teacher becomes a resource person, a facilitator, and a classroom manager. In this maturing atmosphere, students gradually come to see themselves as responsible for their own learning, and a foundation for self-direction is set.

At this point, an unexpected problem sometimes arises. We find students no more ready for their independent learning than we, as teachers, were ready to allow it. This common occurrence is mentioned repeatedly in the literature dealing with programming for the gifted, an area in which independent study and research are recommended as major curricular activities. See Suggested Readings.

From Passive Learner to Active Participant

(Bridging the Gap)

The Zephyr self-directed study unit was developed expressly to bridge that gap: to transport the student from the position of passive recipient to that of an active participant in his/her own pursuit of knowledge.

Within the defined structure of each unit, students are given opportunities to

- make choices
- learn at their own paces
- learn in ways suited to their own learning styles
- expand their research skills
- use a variety of modalities
- plan their own time
- develop the skills of creative, critical, and evaluative thinking
- experience whole-brain learning

Because assuming responsibility for directing their own learning is often an unfamiliar situation for students, they will need your encouragement at the start. Generally within six to nine weeks most students will be well on their way from teacher-dependence to self-motivation. (Beginning the venture with only a few choices, then gradually arranging the setting so that there are more and more choices works best.) As students assume more responsibility, many teachers begin to consider the school library as just another part of the classroom. Both teachers and students can benefit from the enormous resources available in most school libraries.

Eventually, a few students will be ready for a true investigative research study of professional quality as suggested by Joseph Renzulli in *Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented.*

The Format

These units were originally developed for gifted students, but we now recognize that every child is gifted in one or more of the multiple intelligences. The units emphasize the use of higher-level thinking skills and are appropriate for use in any classroom where the goal is to encourage students to become responsible for their own education.

Interdisciplinary in content, each unit envelops a broad view of the topic by integrating the "basics" into each activity.

Within this book are two complete units: one created for the lower elementary student and one for the upper elementary student. Suggestions for adapting or adjusting either of the levels to fit any individual classroom are included.

Suggested Readings

Self-Directed Study

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style.* Los Angeles: J. P. Tarcher, 1988.

Brewer, Chris, and Don G. Campbell. *Rhythms of Learning: Creative Tools for Developing Lifelong Skills.* Tucson, Ariz.: Zephyr Press, 1991.

Clark, Barbara. *Optimizing Learning.* Columbus, Ohio: Merrill Publishing Company, 1986.

Gallagher, James. *Teaching the Gifted Child.* 3d ed. Boston: Allyn & Bacon, 1985.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books, 1985.

Kline, Peter. *The Everyday Genius: Restoring Children's Natural Joy of Learning.* Arlington, Va.: Great Ocean, 1988.

Maker, C. J. *Curriculum Development for the Gifted.* Rockville, Md.: Aspen Systems Corporation, 1982.

Malehorn, Hal. *Open to Change: Options for Teaching Self-Directed Learners.* Palo Alto, Calif.: Scott Foresman and Company, 1978.

Miller, Ron. *What Are Schools For? Holistic Education in American Culture.* Brandon, Vt.: Holistic Education Press, 1990.

Purkey, William, and John Novak. *Inviting School Success: A Self-Concept Approach to Teaching and Learning.* 2d ed. Belmont, Calif.: Wadsworth Publishing Company, 1984.

Renzulli, Joseph. *Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented.* Mansfield, Conn.: Creative Learning Press, 1977.

Stoddard, Lynn. *Redesigning Education: A Guide for Developing Human Greatness.* Tucson, Ariz.: Zephyr Press, 1991.

Udall, Anne J., and Joan E. Daniels. *Creating the Thoughtful Classroom: Strategies to Promote Student Thinking.* Tucson, Ariz.: Zephyr Press, 1991.

Getting Started

1. Select a topic as an extension of a regular subject (particularly when your class seems to crave more), or select a topic to pursue that is of particular interest and may not be a part of the curriculum. To zero in on special interests, administer an interest survey to each student.
2. Copy the unit for each student. When using these units for the entire class, you may want to expand or delete activities for individual students.
3. Set up a center in the classroom that encourages exploration in the subject field. You'll want to include a variety of materials. Be creative—the purpose of the center is to excite the students, so begin with lots of hands-on materials. Allow for ample browsing time and encourage students to investigate and become absorbed.
4. Go over each activity in the unit with the students, discussing and answering any questions. You, as teacher, are the key to successful implementation. Because most children are already well versed in the "One Right Answer" game, they will need encouragement to branch out into many of the open-ended activities in the packets.
5. Set the stage. Plan conferences and provide resources as needed. Then, get out of the way and let your students learn.
6. Give as much time as each student needs to complete each activity in the unit. The entire packet might take from five to ten weeks or longer.
7. As each activity is completed and evaluated, initial the activity near each number. You will want to evaluate on the basis of the response that is appropriate for each individual student.
8. When a student shows extreme interest in the topic, the completion of this unit might be only the beginning. This student may be ready for further study and research and may need only resources, guidance, and freedom to pursue his/her well-planned project.

Interest Development Center

U.S. Immigration

The purpose of this interest center is to stimulate interest in the topic. Students need time for browsing and investigating for maximum benefit. These are beginning ideas; you and your students will think of more. Let parents and other teachers know about the center as well, and it will grow without effort.

Posters, books, videotapes, filmstrips about

- Immigration
- Various countries and cultures
- Immigration laws
- American Indians
- Ethnic neighborhoods
- Foods of various countries and U.S. regions
- The Statue of Liberty
- Ellis Island
- Angel Island
- Famous immigrants

Art and artifacts, such as

- Maps
- Clothing from various countries
- Artwork from various countries
- Artwork from various ethnic American groups
- Crafts from various countries
- Photocopies of immigration legislation
- Photographs of immigrants
- Photographs of Ellis Island and Angel Island
- Photographs of people taking the Oath of Allegiance
- Students' photographs of family members who have immigrated

Records, CDs, and cassettes

- Music from various cultures

To Prepare for Further Research

Students will need to decide:

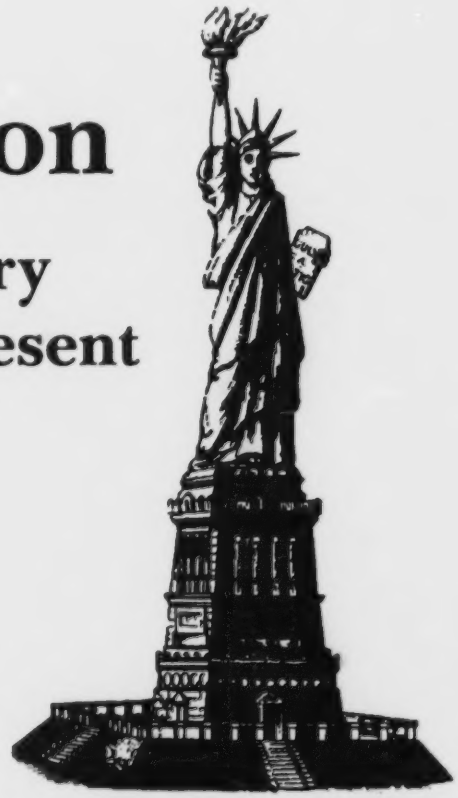
- What will the study be? What will be investigated and produced?
- Where will the background information be found (e.g., speaker, interviews, books, film, microfiche, documents)?
- What, exactly, will be the form of the product: a model, a manuscript, or . . . ?
- Who might be interested in the product: professionals in the field, publishers, organizations, or . . . ?
- What is needed to begin: specific plans, resources, deadlines, or . . . ?

Suggestions for Adapting the Unit to Your Particular Learning Situation

- Require fewer or more research sources.
- Assign more of the activities to small groups instead of to individual students.
- Give fewer or more choices.
- Delete some activities altogether.
- Arrange the unit as a class project and have students choose different parts to complete.
- Add some activities of your own.

U.S. Immigration

Creating a Human Tapestry from Prehistory to the Present



Name _____ Date _____

Unit 1

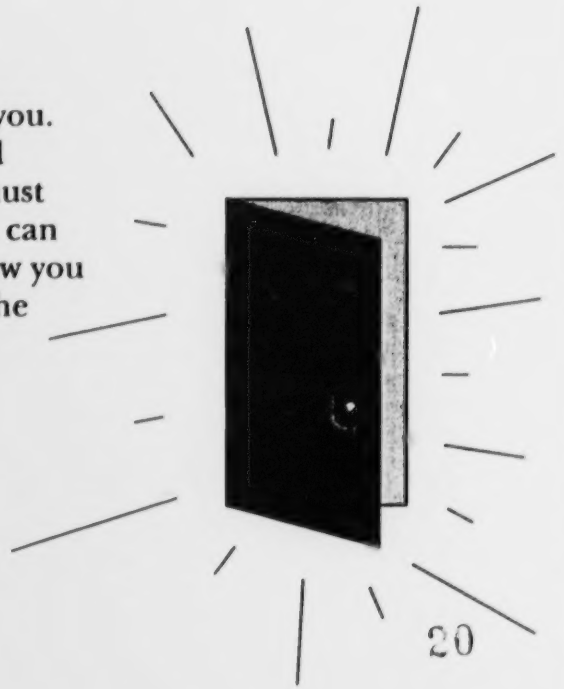
U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 1

1. Setting the Stage

Read the following:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!

Close your eyes and think about what the poem means to you. Imagine yourself an immigrant coming to this country and reading these words for the first time. Perhaps someone must translate them into a language other than English so you can understand the poem. As the immigrant, think about how you might be tired . . . poor . . . unfree . . . wretched. Picture the golden door that welcomes you and think about what you hope to find behind it.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

2. Deepening Understanding

★ Look at each line of the poem. Write or draw what it means to you.

OR

★ Write your own poem. Or draw a picture that welcomes immigrants to the United States.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

3. A Common History

What if every American whose ancestors came from another country were forced to leave?

—Margy Burns Knight

Find out what *ancestor* and *descendant* mean.

We are all descendants of immigrants.

Find out where your ancestors came from. Then find out when they migrated here.

Find or create a world map. Put it up in the classroom. With your classmates, mark the spot or spots from which your ancestors came.

- ★ Draw a picture of one of your ancestors coming to the United States.

OR

- ★ Put on a play. Make one of your ancestors the main character.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

4. More Common History

To really "know" a frog is to know its ancestors, its evolutionary history.

—Dorothy Hoffman

Find out about Ellis Island and Angel Island. Look at the map again.

- ★ Put on a play that shows which people from those countries met at Ellis Island or Angel Island.

OR

- ★ Draw a picture of one of the islands.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

5. Famous Origins

Find out about one or more famous people whose origins are the same as yours.

THEN

★ Choose one of the famous people. Alone or with others, role-play

—why the people left the countries they left

—what they felt when they traveled here

—what they felt when they arrived.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 1

6. Waves of People

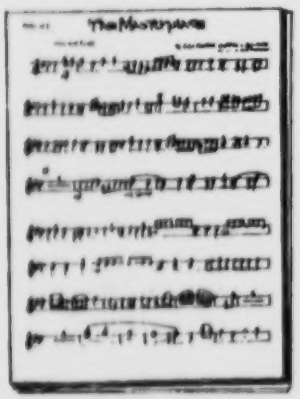
Find out when different groups came to the United States. Pick one group.

★ Write or give a speech welcoming the new immigrants.

OR

Find songs that immigrants wrote about immigrating.

★ Write your own song about immigration.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

7. Identifying with Others

Close your eyes. Point to a place on the map.

Find out when a lot of people migrated from the country you point to. You are a young person immigrating from that country at that time.

★ Keep a fictional journal about what it was like to come to America.

OR

★ Put together a scrapbook about what it was like to come to America.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

8. Empathy

Use the same country you picked in 7. Find out what you must do to become a citizen in the United States. Find out what you must do to become a citizen in two countries other than the United States. Then decide which country you would immigrate to. Your choice does not have to be the United States.

★ Write a report or give an oral report that tells why you chose that country.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

9. Lady Liberty

Find out about the Statue of Liberty.

THEN

Pretend that you have been given the job of constructing a statue to welcome immigrants.

★ Build your model or draw it.

OR

★ Write a poem or a song that welcomes immigrants.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

10. Assimilation

Find out about the communities that immigrants established. Chinatown and Little Italy are two.

THEN

★ Choose one of the communities you have researched. Create a dance that shows why immigrants would choose to live in such communities. Perform the dance for your class.

OR

★ Develop your own fictional community. Why did people start your community? What aspects of the "old country" did people in your community miss? Name your community. Make up a language to speak in it. Create some art, food, and clothes that reflect its culture. Give a presentation to the class. Tell why you think people would feel comfortable in your community.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

11. Compare and Contrast

Read a story about an American from a background different from your own. Compare and contrast your life with the hero's life. Look at

family	**sports**
art	**games**
play	**stories**
school	**music**

Choose one of the following that would fit in the story:

- ★ Create a piece of art.
- ★ Make a model or blueprint for a building.
- ★ Create a mural depicting family life.
- ★ Create a game, including rules, that people in the story would play.

Share your works with your class.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

12. Laws

Find out about one or two of the following:

Chinese Exclusion Act
Nationality Act
Refugee Act
Amerasian Homecoming Act
Immigration Control and Reform Act
Quota
Mrazek bill
National Origins Act
Orderly Departure Program
Reform Act

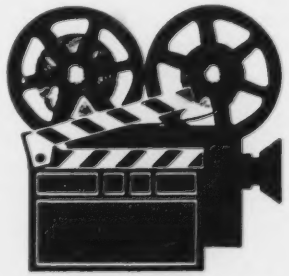
★ Compose a song or choreograph a dance that shows how someone affected by one of these might feel.

OR

★ Create mobiles or project cubes to present your findings.

OR

★ Make a movie about how someone affected by one of these laws might feel.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

13. Think and React

Find out what *stereotype* means. Then, think about movies or TV shows you have seen. Think about books you have read.

How do the authors or directors show people? Are there any stereotypes? Do certain groups always play "good guys" and others always play "bad guys"?

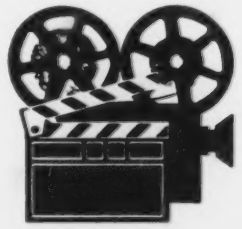
Choose one of the movies or books.

THEN

★ Rewrite the story or the script so that the good guys are bad guys.

OR

★ Make your own film or write your own script based on the film or book.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 1

14. Close to Home

Find an immigrant in your family, school, or town who moved here from another country. Write at least five questions to ask that person. Make the questions about what it is like to live in the United States. Interview that person.

★ Record the interview on audiocassette. Then draw a comic strip about the interview.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

15. Oath of Allegiance

Find a copy of the Oath of Allegiance.

THEN

★ Go through the oath line by line. Write or draw what it means to you.

OR

★ You are an immigrant who must take the oath. Write a story or draw a picture about your feelings.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

16. New Citizens

★ Write a poem as if you were a new citizen.

OR

★ Role-play teaching a person born here what *citizen* means.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

17. Pen Pals

Find out what a pen pal is.

THEN

★ Write a letter to someone in another country.

Include pictures of yourself and some friends. Tell what your favorite foods are. Tell what you like to do.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

18. Culture

★ Create a culture box. Include in the box items that immigrants might bring with them when they move here. Have your class guess what the items are.

OR

Find pictures of art works that were created by immigrants.

★ Make a collage or poster of some of your favorites.

OR

★ Create a board game about immigration. The winner is the first one to become a U.S. citizen!

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

19. Let's Have a Party!

★ Plan and have an immigration party.

Cook dishes that come from one of the countries of your origin.
Write down the recipe.
Wear clothes in a style of another country or culture.
Play music from a lot of cultures.
Do some dances from a lot of cultures.
Display works of art from a lot of cultures.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

20. Show What You've Learned!

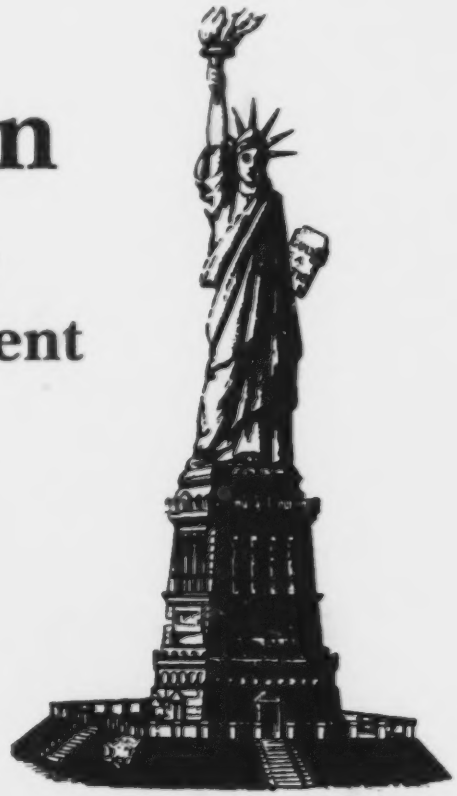
★ With classmates, create an immigration museum. Each of you find a topic. Think of three questions to answer. Set up a display to show each visitor about your topic.

Invite other classes to come to your museum.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit I

U.S. Immigration

Creating a Human Tapestry from Prehistory to the Present



Name 59 _____ Date _____

Unit 2 60

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

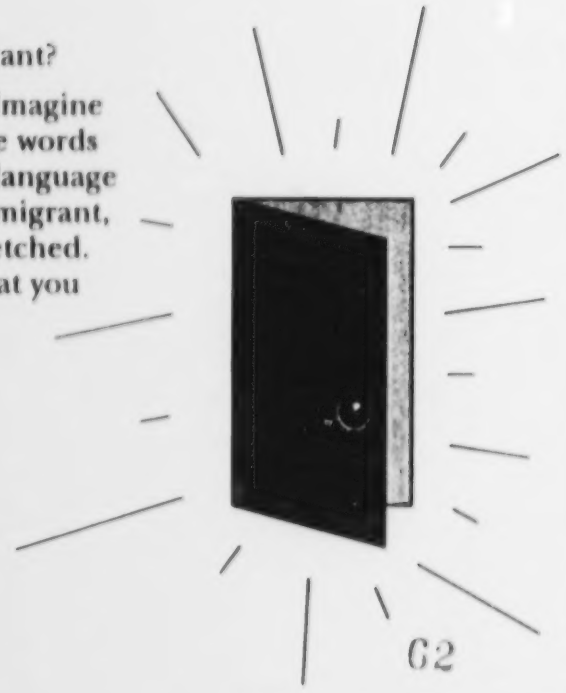
1. Setting the Stage

Read the following excerpt from a poem:

> *Give me your tired, your poor,*
> *Your huddled masses yearning to breathe free,*
> *The wretched refuse of your teeming shore.*
> *Send these, the homeless, tempest-tost to me.*
> *I lift my lamp beside the golden door!*

Who wrote the poem? When? Where is it now? Why is it significant?

Close your eyes and think about what the poem means to you. Imagine yourself an immigrant coming to this country and reading these words for the first time. Perhaps someone must translate them into a language other than English so you can understand the poem. As the immigrant, think about how you might be tired . . . poor . . . unfree . . . wretched. Picture the golden door that welcomes you and think about what you hope to find behind it.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

2. Deepening Understanding

★ Look at each line of the poem by itself, and in your own words, write down what it means to you.

OR

★ Write your own poem that welcomes immigrants to the United States.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

3. Language Is Learning

Find out and record what the following words and phrases mean:

Immigrate
Immigrant
Refugee
Illegal alien
Quota
Naturalized citizen
Stereotype
Boat people
Chain migration
Family reunification
The American Dream
Immigration and Naturalization Service

THEN

★ Write a story for a younger child that includes three to ten of the new words you have learned. Illustrate your story.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

4. Seek and Find

In the following puzzle you can find seven of the words from the list in activity 3. Words may be vertical, horizontal, or diagonal.

D	A	G	I	M	M	N	P	I	O	P	L	L	S
X	A	I	I	M	B	V	C	P	L	D	D	P	O
Z	B	K	J	W	M	Q	U	O	Z	D	S	L	V
B	O	A	P	A	L	I	E	N	L	A	T	E	R
L	A	M	M	I	N	G	G	I	T	F	E	O	R
A	T	A	L	A	T	H	E	R	F	R	R	E	D
R	P	A	S	H	L	Y	I	O	A	E	E	D	F
R	E	U	N	I	C	A	T	I	O	N	O	O	X
I	O	F	L	A	O	V	E	Q	E	R	T	I	C
S	P	C	U	T	T	H	W	U	E	I	Y	G	B
U	L	T	I	G	U	U	W	O	O	U	P	L	D
S	E	L	E	E	E	P	R	T	W	I	E	T	A
N	Y	O	D	M	A	E	N	A	T	H	E	R	S
P	L	A	T	H	M	E	T	I	L	M	B	V	C
V	C	X	L	R	O	D	E	F	L	I	E	P	A
R	D	T	P	L	O	N	T	W	R	B	Z	T	H
B	A	N	C	L	F	O	N	I	N	T	H	E	S
U	N	D	W	R	E	I	Y	U	B	E	C	D	D

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

5. Pioneer Spirit

President John F. Kennedy said that immigrants "keep the pioneer spirit of American life . . . always alive and strong."

What do you think he meant by this statement?

★ Write a definition of *pioneer* and then write a short essay in which you discuss how immigrants show pioneer spirit.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

6. The Melting Pot

Explain the metaphor "melting pot"; decide whether or not you think it is a good metaphor for the United States.

Then come up with your own metaphor for the United States.

★ Draw pictures of your metaphor. Show your picture to the class and ask someone else to explain it.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

7. History

Find out about the history of immigration in the United States. Begin with the American Indians, then find out who came next and why, and continue until the present day.

★ With classmates or as a class project, design a diorama or mural that shows the history. You may need to break the project up into groups and allow each group to take one major period to illustrate.

OR

★ Create an illustrated time line that gives an overview of the history of immigration in America from Columbus's landing to the present.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

8. A Common History

What if every American whose ancestors came from another country were forced to leave?

—Margy Burns Knight

We are all descendants of immigrants.

Find out where your ancestors came from. Then find out when they migrated here.

Find or create a world map to put up in the classroom. With your classmates, mark the spot or spots from which your ancestors came. Note the diverse parts of the world that have given North America its people.

★ Write a story with one of your ancestors as the main character.

OR

★ Put on a play with one of your ancestors as the main character.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

9. More Common History

Find out about Ellis Island and Angel Island. Look at the map again or survey the students in your class and find out where their ancestors came from.

★ Write a play that shows which people from those countries met at Ellis Island or Angel Island.

OR

★ Put on a play in which an immigrant who came through Ellis Island meets an immigrant who came through Angel Island.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

10. Map Making

★ Create a map with a legend of the route your ancestors traveled. Be sure to put in how they came to be where they are now.

OR

★ You are in charge of helping people find their way around Ellis Island in 1914. Draw a map with a legend. Remember that it will be used by people who speak a variety of languages, so you will not be able to use words.

OR

★ Make your class into an Ellis Island. Pick people to play different roles, then ask another class or other classmates to come into the class as if they were immigrants. Assign the outside class different countries to be from and different roles: child, parents, old people, and so on. Be sure to pick a certain time period and roles that fit into that time period to make the experience authentic.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

11. Famous Origins

Find out about at least three famous people whose origins are the same as yours.

THEN

★ Choose one of the famous people. Alone or with others, role-play for the class why the people left the countries they left, what they felt when they traveled here, and what they felt when they arrived.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

12. Waves of People

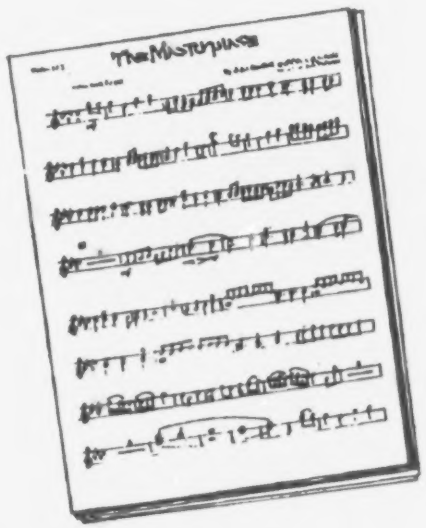
Pick three different periods or waves of immigration that interest you.

★ Write three different speeches welcoming the new immigrants.

OR

Find songs that immigrants wrote about immigrating.

★ Write your own song about immigration.

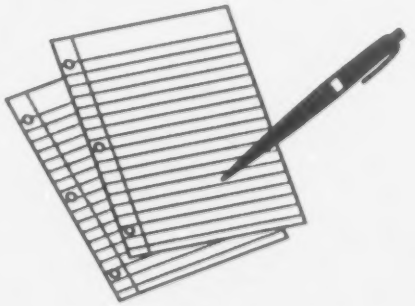


U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

13. Quotas

Find out what a quota system is. Then find out how the phrase pertains to U.S. immigration. Choose a year in which a quota system was in effect. Why was it in effect that year? Which countries had the smallest immigration quotas that year? Which had the largest quotas? Why?

★ You are living in the year you chose. Write a letter to a U.S. senator or representative giving your views on whether or not there should be a quota set on certain nationalities of immigrants. Have the class act as Congress and have a debate with the points in your letter as a starting focus.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

14. More Quotas

Decide how you feel about quota systems. With classmates, organize a debate in which each of you argues the point of view opposite from your own. Review the rules of debate.

★ Put the debate on for your class and have them decide who won the debate.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

15. Identifying with Others

Find out about the major immigration of a group that is different from yours. For example, if your roots are European, you may choose to study African immigration.

You are a young person immigrating from that country during the period when most Americans of that origin migrated.

- ★ Keep a fictional journal about what it was like to come to America.

OR

- ★ Put together a scrapbook about what it was like to come to America.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

16. Pass It On

Pick one aspect of immigration that you find fascinating. You might choose

the history of immigration laws

the reasons a group chooses to leave their country of origin

Ellis Island

Angel Island

how people become citizens of the United States

★ Create a lesson that you can teach to a kindergarten class.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

17. Lady Liberty

Find out about the Statue of Liberty.

THEN

Pretend that you have been given the job of constructing a statue to welcome immigrants to California or Florida in the 1990s.

★ Build your model or draw it.

OR

★ Write a poem or a song that welcomes immigrants.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

18. Research

Lay a map of the world in front of you. Close your eyes and point to a spot (or play pin the pin on the map with classmates). Find out about that country's immigration history to the United States: the reasons for immigrating, where the immigrants moved to, the effects of their immigration, what cultural practices they brought with them, what communities they established, what festivals they hold, what religion they follow, and so on. Find out how many citizens from that country migrate here today.

THEN

★ Write an illustrated report that explains the most important points of your research.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

19. Empathy

Using the same country you picked in 18, put yourself in the shoes of one of those citizens. Go through a decision-making process in which you consider the United States and at least four other countries who accept immigrants. Learn what it takes to become a citizen in each of those countries and the rights you would have in each country when you do become a citizen. Then decide which country you would immigrate to. Your choice does not have to be the United States.

★ Write an illustrated report or give an oral report that tells why you chose that country.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

20. Assimilation

Find out about the communities that immigrants established to retain their culture, such as Chinatown or Little Italy. You may want to find out if your ancestors were part of such a community. What factors contributed to what they chose to do? What conflicts arose, in their culture of origin and in the U.S. culture, from their decisions? How did second-generation Americans who were raised in these communities respond to their cultural surroundings?

THEN

★ Choose one of the communities you have researched. Create a dance in which you show why immigrants would choose to live in such communities, or why they felt forced to. Perform the dance for your class.

OR

★ Develop your own fictional community. Why was your community established? What aspects of the "old country" did people in your community miss? What prejudices did they encounter when they got here? Name your community. Develop a language to speak within it. Create some art, food, and clothes that reflect it. Give a presentation to the class about your community, telling them why you think people from your fictional culture would feel comfortable there.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

21. Compare and Contrast

Read a story about an American from a background different from your own. Compare and contrast your life with the life of the hero in the story. Consider a variety of elements:

values
attitude toward career
family structures
architecture
art
leisure time
communication
music
literature
politics
sports

Choose two of the following

- ★ Create a piece of art in the style of the hero's culture.
- ★ Make a model or blueprint for a building in a style popular in the hero's culture.
- ★ Create a mural depicting family life in the story.
- ★ Create a game, including rules, that people in the story would play.

Share your works with your class.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

22. Laws

Find out about one or two of the following:

Chinese Exclusion Act
Nationality Act
Reform Act
Orderly Departure Program
Amerasian Homecoming Act
Quota
Refugee Act
National Origins Act
Mrazek bill
Immigration Control and Reform Act

★ Compose a song or create a dance that shows how someone affected by one of these might feel.

OR

★ Create mobiles or project cubes to present your findings.

OR

★ Make a movie about how someone affected by one of these laws might feel.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

23. Think and React

Think about movies or TV shows you have seen or books you have read that have various ethnic groups as characters. Survey other students and adults and add any titles they can think of to your list.

How do the authors or directors depict people of origins other than European American? Are there any stereotypes? Do certain groups always play "good guys" and others always play "bad guys"?

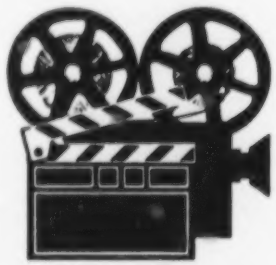
Choose one of the movies or books that you think depicts an ethnic group negatively.

THEN

★ Rewrite the story or the script so that the positive elements of that group's culture are highlighted.

OR

★ Make your own film or write your own script, based on a film or a book, that shows the positive elements of the culture.



OR

Think about the stereotypes evident in the story. Compare these with stereotypes that you may have. Analyze your use of stereotypes and research when and where you learned them.

★ Write an illustrated report in which you present your findings.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

24. Yesterday and Today

Compare and contrast the treatment of immigrants in the United States today to the treatment of immigrants fifty years ago. Do you think treatment of immigrants in this country has improved? If so, could it be improved more?

★ Write a plan of action for improving the treatment of immigrants in your school, neighborhood, or community. Present the plan to your classmates and put it into action. Report the results to the class.

OR

★ Graph the changes in the treatment of immigrants over the last fifty years. Include specific items on your chart, such as changes in laws, changes in policy, and so on, that contributed to such change.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

25. Illegal Aliens

Ninety-five out of a hundred of these illegals aren't bad people. They just want one thing—to get a job, work hard, and send money home to help their poor families. If they could make a decent living in Mexico, there wouldn't be any illegal alien problem, at least not much of one.

—Mike Calvert
U.S. Border Patrol agent

Find out about illegal aliens in the United States. Find out why they come and how they get here. Then find out how Congress defines *refugee*.

★ Hold a mock hearing in which you decide whether a fictional illegal alien from Guatemala, El Salvador, Haiti, or some other country is a political refugee or an alien that should be sent back to her or his country.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

26. Close to Home

Find a first- or second-generation immigrant in your family, school, or town. Interview that person about what it is like to live in the United States. Write at least ten interview questions before you go, and be sure to ask open-ended questions, questions that make the person tell a bit about her- or himself.

★ Record the interview on audiocassette or write down what that person says. Then write a newspaper article based on what the person has told you.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

27. Oath of Allegiance

Unless you are an immigrant, you probably have never heard of or read the Oath of Allegiance, which immigrants must take before they become citizens of the United States. Find a copy of the Oath. Research it; find out when it originated, who wrote it, when it was first used and where.

THEN

★ Go through the Oath line by line and write what it means to you.

OR

★ Imagine that you are an immigrant from a country who must take the Oath. Write a story about your feelings when you say that the United States is not his or her only country.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

28. New Citizens

Find out what steps immigrants must go through to become U.S. citizens. Think about what being a citizen must mean to them.

THEN

★ Write a poem from the perspective of a new citizen.

OR

★ Write a story in which a new U.S. citizen teaches a person born here about what that word means.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

29. Current Immigrants

How often is the Oath of Allegiance and citizenship offered?

How many people became new citizens this year?

How many countries did they come from?

What were the countries?

★ Graph the results of your research.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

30. Pen Pals

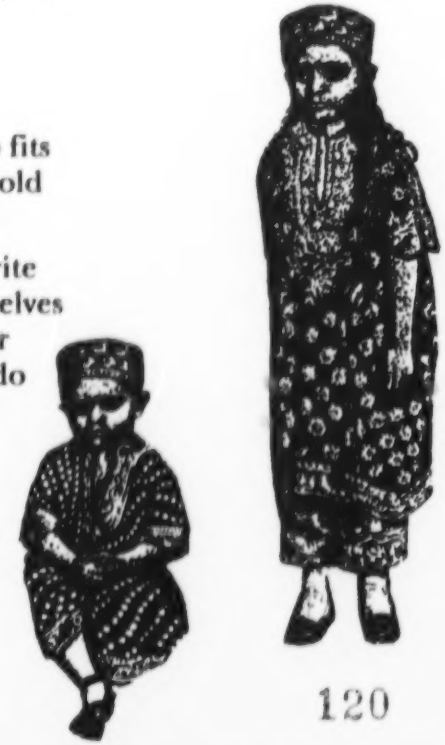
Find an organization that gives out names of people who are interested in finding pen pals.

★ Write a letter to someone in a country of your origin, or to a first-generation immigrant from that country. Include pictures of yourself and some friends, your favorite foods, what you like to do, and so on.

OR

Choose as a pen pal a figure from history or make up someone who fits in a time in which you are interested. You may choose a twelve-year-old Amerasian in the 1970s, for example.

★ Write a letter to yourself from your fictional pen pal. Then write a letter to your pen pal in response. Include pictures of yourselves and some friends (draw them if you like); descriptions of your favorite foods, how you are taught, what you learn, what you do for fun; pictures or descriptions of your families; and so on.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

31. Culture

★ Create a culture box based on a group of immigrants. Include in the box items that the group may have brought with them when their main wave of immigration was occurring. Present the box to the class and have the class guess what the items are.

OR

Find pictures of art that were created by immigrants. What influences do you see from their countries of origin?

★ Make a collage or poster of some of your favorites.

OR

★ Create a board game that uses some of the obstacles immigrants encountered on their way to the United States. The winner is the first one to become a U.S. citizen!

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

32. Let's Have a Party!

★ Plan and have an immigration party.

Cook dishes that come from one of the countries of your origin.

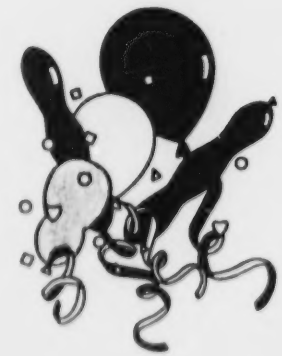
Write down the recipe to share with classmates and tell why you think the dish makes people feel better and how the dish has contributed to American culture.

Wear clothes that have their origins in other countries or cultures.

Play music from a variety of cultures.

Do some dances from a variety of cultures.

Display works of art from a variety of cultures.



U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

33. Careers

Find out from what countries the majority of immigrants coming to your area come. Then pretend that you are an ambassador whose job is to welcome them. Find out how you would do that. You are responsible for finding them places to stay, eat, look for work, and so on.

★ Write an outline or brochure that you could give to them that would help them.

OR

Find out about the different careers that are needed to help people immigrate.

★ Make a list of about ten to twelve and find out what kind of education each requires and the aptitudes for each. Which do you think you would like to do?

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

34. Contributions of Immigrants

Find out about three to five first- or second-generation Americans who became famous. What in their culture from their country of origin helped them excel?

★ Write a story that has at least two of the famous immigrants as characters.

OR

Think of two or more types of careers you would like to do. Then find out about an idea that immigrants brought that contributed to the career.

★ Write a comic strip that shows how that career would be different if that idea had not occurred.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

35. Future of Immigration

Predict what will happen with immigration to the United States in the future based on current statistics of the U.S. census bureau.

★ Write an article for a newspaper in the future in which you defend or oppose the trends.

OR

Calculate how many new people will be in our country from other countries in the year 2010 based on current trends. Include different data for each of at least five countries.

★ Create a chart that illustrates your predictions.

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

36. Show What You've Learned!

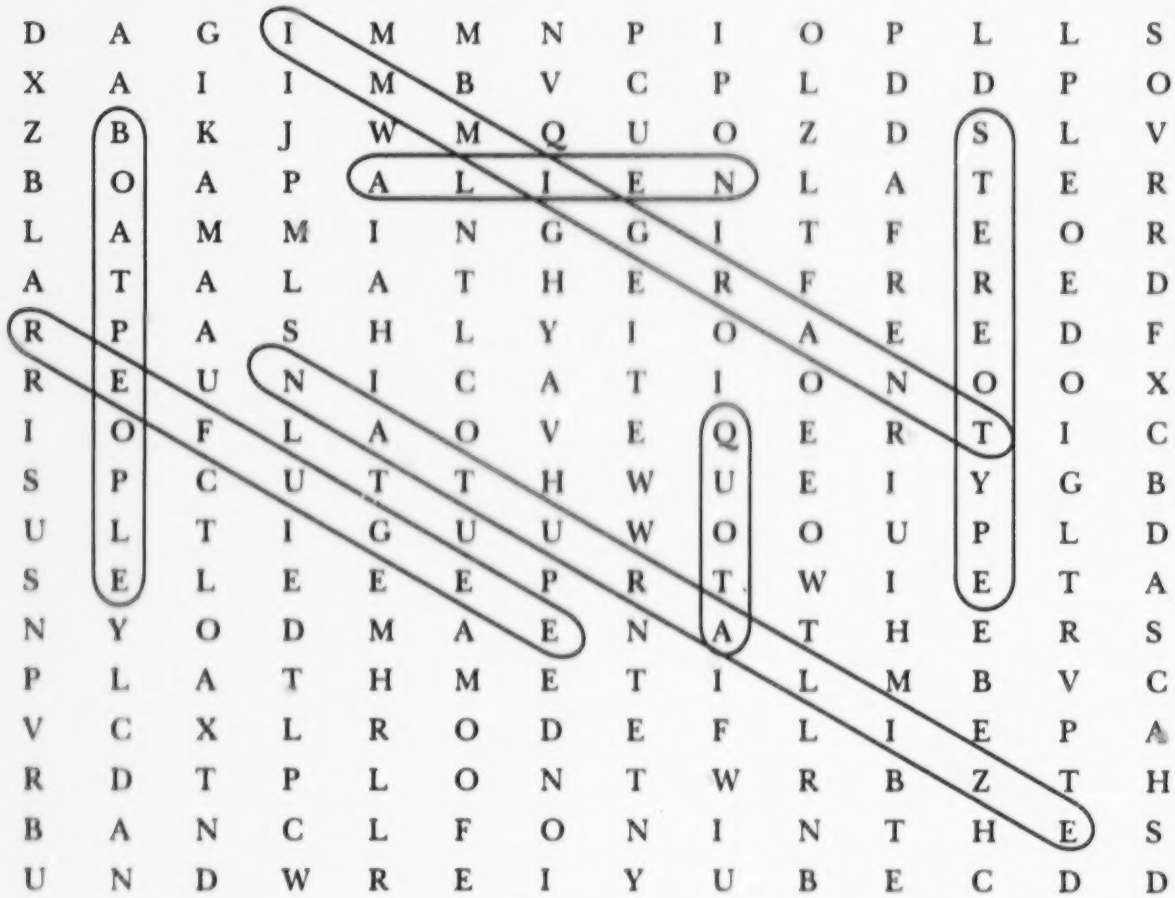
With classmates, create a museum to teach other classes about immigration. Each of you will find a topic that you have questions about, then research the topic to find the answers.

★ Set up displays that include visuals and text to give to each visitor about your topic. All of your displays will make up the museum. Invite other classes to come to your museum to learn about immigration in the United States!

U.S. Immigration © 1994 Zephyr Press, Tucson, Arizona Unit 2

Appendix

Answer Key to Seek-and-Find Activity in Unit 2


D A G I M M N P I O P L L S
X A I I M B V C P L D D P O
Z B K J W M Q U O Z D S L V
B O A P A L I E N L A T E R
L A M M I N G G I T F E O R
A T A L A T H E R F R R E D
R P A S H L Y I O A E E D F
R E U N I C A T I O N O O X
I O F L A O V E Q E R T I C
S P C U T T H W U E I Y G B
U L T I G U U W O O U P L D
S E L E E E P R T W I E T A
N Y O D M A E N A T H E R S
P L A T H M E T I L M B V C
V C X L R O D E F L I E P A
R D T P L O N T W R B Z T H
B A N C L F O N I N T H E S
U N D W R E I Y U B E C D D

Bibliography

Younger Children

Chetin, Helen. 1982. *Angel Island Prisoner 1922.* Berkeley, Calif.: New Seed.

Fiction. *Angel Island Prisoner* is about Wai Ching and her family, who are awaiting permission to enter America.

Crofford, Emily. 1991. *Born in the Year of Courage.* Minneapolis: Carolrhoda.

Fiction. *Born in the Year of Courage* tells the story of 15-year-old Manjiro, who comes to the United States after being rescued by a U.S. ship. He decides to live in the United States.

Fassler, David, ed. 1993. *Coming to America: The Kids' Book about Immigration.* Burlington, Vt.: Waterfront Books.

Nonfiction. Children describe their experiences as immigrants to the United States, including how difficult it is to adjust to a new culture. Includes drawings by the children.

Knight, Margy, and Anne O'Brien. 1993. *Who Belongs Here? An American Story.* Gardiner, Maine: Tilbury House.

Fact-based fiction, nonfiction. Using the story of a Cambodian refugee as a basis, *Who Belongs Here?* poses questions about the difficulties new immigrants face when they arrive in the United States. It gently asks students and teachers alike to probe their own intolerance and to examine that intolerance. There is an additional activity guide that includes more than two hundred classroom-tested ideas, ranging from brief lessons to semester units.

Lai, Him Mark, ed. 1980. *Island: Poetry and History of Chinese Immigrants on Angel Island 1910–1940.* Seattle: University of Washington Press.

Nonfiction and poetry. *Island* focuses on the thoughts expressed in writing, including poetry, of the immigrants who passed through Angel Island into the United States.

Levine, Ellen, and Wayne Parmenter. 1993. *If Your Name Was Changed at Ellis Island.* New York: Scholastic.

Nonfiction. This book includes quotations from immigrants, children and adults, who came through Ellis Island from 1880 to 1914. It also describes the waves of immigration that occurred during this period.

Paek, Min. 1988. *Aekyung's Dream.* Emeryville, Calif.: Children's Book Press.

Fiction. *Aekyung's Dream* is the story of a young Korean immigrant who finds strength to adjust to life in the United States through a dream.

Rosenberg, Maxine B. 1986. *Making a New Home in America.* New York: Lothrop, Lee & Shepard.

Nonfiction. *Making a New Home in America* explores the feelings of four newcomers to the United States: one, a child from Japan; another, from Cuba; a third, from Guyana; and the fourth, from India. This frank book depicts the children's fear, confusion, and sadness, gradually giving way to curiosity and joy in their new life in the United States. The reasons each immigrated are different, and the book gives an easy-to-read narrative accompanied by pictures of the four children.

Shapiro, Mary J. 1991. *Ellis Island: An Illustrated History of the Immigrant Experience.* New York: Macmillan.

Nonfiction. The photographs in this book will interest children of this age. *Ellis Island* is rich in photographs and quotations that give a first-hand feel to peak immigration periods. The photographs are not only of people, but also of clothes, documents, crafts, currency, art, utensils, political cartoons—anything that will give readers more insight into the contributions made and the lives led by immigrants. The text gives a brief outline of the history of immigration, focusing mainly on the "peak years," 1880–1924.

Siegel, Beatrice. 1985. *Sam Ellis's Island.* New York: Macmillan, Four Winds.

Nonfiction. *Sam Ellis's Island* offers a pictorial and textual history of the island, including how it got its name and how it became the gateway for millions of immigrants. The book also goes into a little detail about Samuel Ellis himself and offers illustrations depicting the growth of the island.

Steltzer, Ulli. 1988. *The New Americans.* Portland, Ore.: NewSage.

Nonfiction. *The New Americans* is about the post–Vietnam War immigrants and refugees who settled in southern California. The story is told primarily through photographs.

Uchida, Yoshiko. 1987. *Picture Bride.* New York: Simon & Schuster, Fireside.

Fiction. This sensitive novel tells the story of Japanese women who immigrated to the United States. It tells of their vital role in the Japanese American community.

Older Children and Adults

Anderson, Kelly C. 1993. *Immigration.* San Diego, Calif.: Lucent.

Nonfiction. *Immigration* offers an in-depth discussion of the immigrant in America, touching upon adjustments to life in the United States, illegal immigration, refugees, border disputes, and the "salad bowl" vs. the "melting pot" metaphor.

Ashabranner, Brent. 1983. *The New Americans: Changing Patterns in U.S. Immigration.* New York: Dodd, Mead.

Nonfiction. *The New Americans* takes a look at changing patterns in U.S. immigration. The book focuses on the tides of immigrants coming from Asia, Latin America and the Caribbean, and Africa and Europe. It tells the personal stories of these immigrants, including refugees and illegal aliens. Finally, it looks at the hard questions that the United States and its citizens must face in the future.

———. 1993. *Still a Nation of Immigrants.* New York: Cobblehill, Dutton.

Nonfiction. In *Still a Nation of Immigrants,* Ashabranner explores the ways in which immigration has contributed to U.S. identity as a nation and to the identity of U.S. citizens.

Ashabranner, Brent, and Melissa Ashabranner. 1987. *Into a Strange Land: Unaccompanied Refugee Youth in America.* New York: Dodd, Mead.

Nonfiction. *Into a Strange Land* focuses on children and teenagers who come to the United States with no adults. The loved ones either have been killed or have sent the children over in desperation, hoping to give them a better life in the

United States. The book tells the stories of these immigrants, but it also tells of the Americans who are helping them adapt to life in the United States.

Bentley, Judith. 1981. *American Immigration Today: Pressures, Problems, Policies.* New York: Julian Messner.

American Immigration Today is divided into chapters according to group. The book begins with the newer immigrants, where they come from, why they came to the United States, and how they are adjusting, and continues with the adjustments of immigrants who migrated to the United States years ago. The last three chapters address assimilation, illegal immigration, and problems and policy.

Blanchet, Christian, and Bertrand Dard. 1985. *Statue of Liberty: The First Hundred Years.* Trans. by Bernard A. Weisberger. New York: American Heritage.

Nonfiction. *Statue of Liberty* traces the history of the statue from its completion in France in 1884. The book also explains the symbolism of the statue and what it came to mean to Americans and immigrants alike.

Blumenthal, Shirley. 1981. *Coming to America: Immigrants from Eastern Europe.* New York: Delacorte Press.

Nonfiction. *Coming to America* discusses in detail the immigration of people from Eastern Europe. It includes a history of immigration from the area, the reasons the groups immigrate or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Blumenthal, Shirley, and Jerome S. Ozer. 1981. *Coming to America: Immigrants from the British Isles.* New York: Delacorte Press.

Nonfiction. *Coming to America* discusses in detail the immigration of people from the British Isles. It includes a history of immigration from the area, the reasons the groups immigrate or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Bouvier, Leon F. 1988. *Think about Immigration: Social Diversity in the U.S.* New York: Walker.

Nonfiction. *Think about Immigration* is comprehensive. The first chapter gives a brief overview of the subject. The second chapter gives the historical background of immigration from

colonial times to the present. The third chapter tells of contemporary problems with immigration to the United States, and the fourth chapter speculates about the future of immigration. The appendixes include addresses of organizations students can contact if they wish to become more involved; definitions and discussions of illegal aliens and refugees; an outline of the policies; and reprints of documents from the Congressional Research Service. The book also includes a glossary and a bibliography.

Chetin, Helen. 1982. *Angel Island Prisoner 1922.* Berkeley, Calif.: New Seed.

Fiction. *Angel Island Prisoner* is about Wai Ching and her family, who are awaiting permission to enter America.

Crofford, Emily. 1991. *Born in the Year of Courage.* Minneapolis: Carolrhoda.

Fiction. *Born in the Year of Courage* tells the story of 15-year-old Manjiro, who comes to the United States after being rescued by a U.S. ship. He decides to live in the United States.

Day, Carol Olsen, and Edmund Day. 1985. *The New Immigrants.* New York: Franklin Watts.

Nonfiction. Several important issues are addressed in *The New Immigrants,* including the new waves of immigrants and how the United States is changing as a result of the influx, whether the United States can continue to welcome the world's poor and remain prosperous, whether the United States should establish bilingual education in all public schools, whether people escaping economic repression should be considered refugees, and whether the laws that govern illegal immigration should be reformed.

Dinnerstein, Leonard, Roger L. Nichols, and David M. Reimers. 1979. *Natives and Strangers: Ethnic Groups and the Building of America.* New York: Oxford University Press.

Nonfiction. *Natives and Strangers* seeks to incorporate the experiences of racial, religious, and ethnic minorities into American history. Using the economic development of the United States as its focal point, this book looks at the contributions made by American Indians, African Americans and other blacks, and other immigrant minorities. The book is divided into time periods beginning with 1600 and continuing through 1977.

Ehrlich, Paul R., Loy Bilderback, and Anne H. Ehrlich. 1979. *The Golden Door: International Migration, Mexico, and the United States.* New York: Ballantine.

Nonfiction. *The Golden Door* looks at immigration from an economic viewpoint. It posits the theory that the division of the world's peoples into rich and poor causes the poor to seek to move into the areas of the rich, which causes the rich to have to deal with such movement. Focusing primarily on the movement of Mexicans into the United States as an example, the authors discuss the phenomenon. Such a focus goes a long way to explaining immigration in general.

Fassler, David, ed. 1993. *Coming to America: The Kids' Book about Immigration.* Burlington, Vt.: Waterfront Books.

Nonfiction. Children describe their experiences as immigrants to the United States, including how difficult it is to adjust to a new culture. Includes drawings by the children.

Garver, Susan, and Paula McGuire. 1981. *Coming to North America from Mexico, Cuba, and Puerto Rico.* New York: Delacorte Press.

Nonfiction. *Coming to North America* discusses in detail the immigration of people from three areas. It includes a history of immigration from these areas, the reasons the groups immigrate or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Hartmann, Edward G. 1979. *American Immigration.* Minneapolis, Minn.: Lerner.

Nonfiction. *American Immigration* gives accounts of four periods of immigration to the United States. The four periods are colonial and revolutionary times, the pre–Civil War period, the Post Civil War Period, and the current period. The text includes reasons for immigrants' coming, the attitudes of U.S. citizens toward the immigrants, and their contributions to the United States. The book also includes a conclusion and immigration statistics.

Hauser, Pierre N. 1990. *Illegal Aliens.* New York: Chelsea House.

Illegal Aliens offers a history of undocumented immigration to the United States. It includes the motives people have for immigrating illegally, the hardships and discrimination endured by illegal aliens, and current efforts to control such immigration.

Knight, Margy, and Anne O'Brien. 1993. *Who Belongs Here? An American Story.* Gardiner, Maine: Tilbury House.

Fact-based fiction, nonfiction. Using the story of a Cambodian refugee as a basis, *Who Belongs Here?* poses questions about the difficulties new immigrants face when they arrive in the United States. It gently asks students and teachers alike to probe their own intolerance and to examine that intolerance. There is an additional activity guide that includes more than two hundred classroom-tested ideas, ranging from brief lessons to semester units.

Lai, Him Mark, ed. 1980. *Island: Poetry and History of Chinese Immigrants on Angel Island 1910–1940.* Seattle: University of Washington Press.

Nonfiction and poetry. *Island* focuses on the thoughts expressed in writing, including poetry, of the immigrants who passed through Angel Island into the United States.

Lamm, Richard D., and Gary Imhoff. 1985. *The Immigration Time Bomb: The Fragmenting of America.* New York: Truman Talley, E.P. Dutton.

The Immigration Time Bomb speculates about the short- and long-term effects of current immigration practices and laws in the United States. The authors suggest that immigration will fragment our culture and language, eventually destroying the Untied States. The book further suggests that immigration laws should be changed and enforced.

Levine, Ellen, and Wayne Parmenter. 1993. *If Your Name Was Changed at Ellis Island.* New York: Scholastic.

Nonfiction. This book includes quotations from immigrants, children and adults, who came through Ellis Island from 1880 to 1914. It also describes the waves of immigration that occurred during this period.

Light, Ken. 1988. *To the Promised Land.* New York: Aperture Foundation.

Nonfiction. *To the Promised Land* is a collection of quotations from and photographs of Mexican immigrants, legal and illegal, to the United States. The photographs, quotations, text, and poetry show the life of Mexican immigrants from the stark poverty, lack of safety, and political uncertainty of life in Mexico, to the risks they incur to cross the border, to the uncertain life they will find when they reach the United States.

Mowat, Farley. 1985. *My Discovery of America.* New York: The Atlantic Monthly Press.

Nonfiction. *My Discovery of America* is a humorous look at a Canadian's conflict with U.S. Immigration and Naturalization Service. This is one of the few books on a Canadian "immigrant."

Paek, Min. 1988. *Aekyung's Dream.* Emeryville, Calif.: Children's Book Press.

Fiction. *Aekyung's Dream* is the story of a young Korean immigrant who finds strength to adjust to life in the United States through a dream.

Perrin, Linda. 1990. *Coming to America: Immigrants from the Far East.* New York: Delacorte Press.

Nonfiction. *Coming to America* discusses in detail the immigration of people from China, Japan, the Philippines, and Vietnam. It includes a history of immigration from the area, the reasons the groups immigrate or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Reef, Catherine. 1991. *Ellis Island.* New York: Dillon Press.

Nonfiction. *Ellis Island* offers a history of the island, including the peak periods, the attitudes of immigrants toward the island, and the island today. The book also considers some of the experiences faced by immigrants, including their ambivalent feelings. *Ellis Island* includes photographs.

Rips, Gladys Nadler. 1981. *Coming to America: Immigrants from Southern Europe.* New York: Delacorte Press.

Nonfiction. *Coming to America* discusses in detail the immigration of people from Southern Europe. It includes a history of immigration from the area, the reasons the groups immigrate or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Robbins, Albert. 1981. *Coming to America: Immigrants from Northern Europe.* New York: Delacorte Press.

Nonfiction. *Coming to America* discusses in detail the immigration of people from Northern Europe. It includes a history of immigration from the area, the reasons the groups immigrate

or immigrated, what the groups found when they arrived, and the current status of the groups. See other books in the *Coming to America* series.

Rosenberg, Maxine B. 1986. *Making a New Home in America.* New York: Lothrop, Lee & Shepard.

Nonfiction. *Making a New Home in America* explores the feelings of four newcomers to the United States: one, a child from Japan; another, from Cuba; a third, from Guyana; and the fourth, from India. This frank book depicts the children's fear, confusion, and sadness, gradually giving way to curiosity and joy in their new life in the United States. The reasons each immigrated are different, and the book gives an easy-to-read narrative accompanied by pictures of the four children.

Santoli, Al. 1988. *New Americans—An Oral History: Immigrants and Refugees in the U.S. Today.* New York: Viking.

New Americans uses first-person accounts to document the growing debate on immigration and refugees in the United States. The author documented the experiences of "eighteen families or individuals whose stories embody the experience of new immigration." The eighteen oral histories are from people of several different cultures.

Shapiro, Mary J. 1991. *Ellis Island: An Illustrated History of the Immigrant Experience.* New York: Macmillan.

Nonfiction. *Ellis Island* is rich in photographs and quotations that give a first-hand feel to peak immigration periods. The photographs are not only of people, but also of clothes, documents, crafts, currency, art, utensils, political cartoons—anything that will give readers more insight into the contributions made and the lives led by immigrants. The text gives a brief outline of the history of immigration, focusing mainly on the "peak years," 1880–1924.

Siegel, Beatrice. 1985. *Sam Ellis's Island.* New York: Macmillan, Four Winds.

Nonfiction. *Sam Ellis's Island* offers a pictorial and textual history of the island, including how it got its name and how it became the gateway for millions of immigrants. The book also goes into a little detail about Samuel Ellis himself and offers illustrations depicting the growth of the island.

Stanek, Muriel. 1985. *We Came from Vietnam.* Niles, Ill.: Albert Whitman.

Nonfiction. *We Came from Vietnam* offers the story of the Nguyen family, outlining some of their culture, then moving on to describe their country of origin and why they left it. The text is accompanied by photographs of different members of the family in different settings.

Steltzer, Ulli. 1988. *The New Americans.* Portland, Ore.: NewSage Press.

Nonfiction. *The New Americans* is about the post–Vietnam War immigrants and refugees who settled in southern California. The story is told primarily through photographs.

Szumski, Bonnie. 1989. *Immigration: Identifying Propaganda Techniques.* San Diego, Calif.: Greenhaven.

Nonfiction. The premise of *Immigration* is interesting and will offer the student learning beyond facts about immigration. The book begins by discussing the definition and aspects of opposing viewpoints. Each chapter offers a preface, or a controversial statement about immigration, then offers two opposing viewpoints on that statement. It then leads the reader into analyzing and evaluating the techniques used in each argument. This book would be a good choice for those hoping to set up a strong debate.

Takaki, Ronald. 1989. *Strangers from a Different Shore: A History of Asian Americans.* New York: Penguin.

Nonfiction. *Strangers from a Different Shore* offers a history of Asian Americans. The first chapter deals with the first wave of Asian immigration.

Uchida, Yoshiko. 1987. *Picture Bride.* New York: Simon & Schuster, Fireside.

Fiction. This sensitive novel tells the story of Japanese women who immigrated to the United States. It tells of their vital role in the Japanese American community.

LEARNING PACKETS

Encourage your students to use all of their intelligences with reproducible learning packets

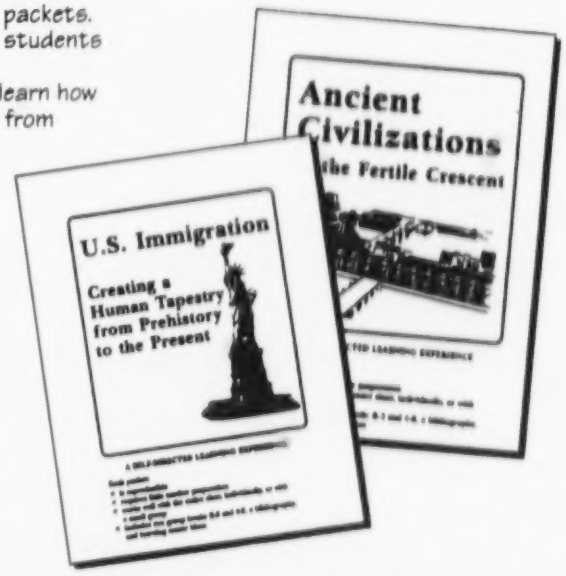
Bring student-directed learning into your classroom with learning packets. You'll enhance your lesson plans with research projects that allow students to learn in a manner that is suited to their own learning styles.

Your students will develop creative and critical thinking skills, learn how to plan their own time, and experience whole-brain learning. Select from research activities that use a variety of modalities—each promoting the development of the multiple intelligences—

- Visual-Spatial—mind mapping, time-lining, and charting
- Mathematical-Logical—classifying, comparing, and contrasting
- Musical-Rhythmic—making up songs, rhymes
- Intra-Interpersonal—working with others and individually
- Verbal-Linguistic—researching and reporting
- Bodily-Kinesthetic—putting on a play or skit

You'll find reproducible learning packets are flexible! You can work on activities as an entire class, in small groups, or individually. Each packet includes—

- Approximately 35-50 activities
- Two levels: K–3 and 4–8
- Bibliography
- Learning center ideas



QUANTITY DISCOUNTS!

Save when you order 5 or more Zephyr Learning Packets

Quantity	Price/Unit	Savings/Unit
5–9	$17.95	$2.00
10–14	$17.45	$2.50
15–19	$16.95	$3.00
20–24	$16.45	$3.50
25–26	$15.95	$4.00–Save $104

Bring history to life in your classroom!

AMERICAN REVOLUTION 1775–1789
The Struggle for Independence
1426-W . . . $19.95

THE AMERICAS
Cultures in the Time before Written History
1401-W . . . $19.95

ANCIENT CIVILIZATIONS
In the Fertile Crescent
1402-W . . . $19.95

ANCIENT EGYPT
Discovering and Building along the Nile
1403-W . . . $19.95

ANCIENT GREECE AND ROME
The Continuing Influence
1404-W . . . $19.95

APPRENTICESHIP IN CREATIVITY
Activities Based on the Art of Wassily Kandinsky (1866–1944)
1805-W . . . $19.95

THE BLUE AND THE GRAY
America's Civil War, 1861–1865
1420-W . . . $19.95

THE COLONIAL PERIOD
U.S. History, 1550–1775
1424-W . . . $19.95

THE COLUMBUS ENCOUNTER
A Multicultural View
1422-LA . . . $19.95

EARLY JAPAN
660 B.C.E.–1850 C.E.
1405-W . . . $19.95

EARLY PEOPLE
What Do Anthropologists Study?
1406-W . . . $19.95

THE INDUSTRIAL REVOLUTION OF THE NINETEENTH CENTURY
1418-W . . . $19.95

THE JADE GARDEN

ANCIENT TO MODERN CHINA
1419-W . . . $19.95

MIDDLE AGES
Investigating Europe, 500 C.E. to 1500 C.E.
1407-W . . . $19.95

OLD RUSSIA (1400–1917)
Exploring Culture through the Centuries
1417-W . . . $19.95

THE RENAISSANCE
A.D. 1300–1600
1408-W . . . $19.95

U.S. HISTORY
The Nineteenth Century
1801-W . . . $19.95

U.S. HISTORY *NEW*
The Twentieth Century
1801-W . . . $19.95

U.S. HISTORY *NEW*
Our Social Contract
1430-W . . . $19.95

U.S. IMMIGRATION
Creating a Human Tapestry from Prehistory to the Present
1425-W . . . $19.95

BEST COPY AVAILABLE

LEARNING PACKETS

SCIENCE

Students want to learn about their most powerful tool—the brain!

ARCHAEOLOGY
Studying Ancient Lives and Cultures
1409-W . . . $19.95

ASTRONOMY
Exploring beyond Earth
1410-W . . . $19.95

THE BRAIN NEW
A User's Guide
1428-W . . . $19.95

EARTH SCIENCE
A Multifaceted Investigation of Soil
1423-W . . . $19.95

ECOLOGY
Learning to Love Our Planet
1411-W . . . $19.95

ENTOMOLOGY
Learning about the Arthopod World
1412-W . . . $19.95

FUTURISTICS
A Time to Come
1803-W . . . $19.95

GEOLOGY
Our Changing Earth
1413-W . . . $19.95

MARINE BIOLOGY
The Ecology of the Sea
1414-W . . . $19.95

METEOROLOGY NEW
Observing, Understanding, and Predicting Weather
1429-W . . . $19.95

PALEONTOLOGY
Dinosaurs and Other Fossils Digging into the Past
1415-W . . . $19.95

ROCKS AND MINERALS
Earth's Natural Wonders
1421-W . . . $19.95

SCIENCE FICTION
Imagining Other Worlds
1804-W . . . $19.95

WATER AND OUR WATERWAYS NEW
The Essence of Life
1432-W . . . $19.95

VOLCANOLOGY
Reading Earth's Explosive Messages
1416-W . . . $19.95

ORDER FORM

Qty.	Item #	Title	Unit Price	Total

Subtotal	
Sales Tax (AZ residents, 5%)	
S & H (10% of Subtotal-$3.00 min.)	
Total (U.S. Funds only)	

CANADA: add 22% for S& H and G.S.T.

Name _____
Address _____
City _____
State _____ Zip _____
Phone (_____) _____

Method of payment (check one):

❑ Check or Money Order ❑ Visa
❑ MasterCard ❑ Purchase Order attached
Credit Card No. _____
Expires _____
Signature _____

100% SATISFACTION GUARANTEE

Upon receiving your order you'll have 30 days of risk-free evaluation. If you are not 100% satisfied, return your order within 30 days for a 100% refund of the purchase price.

CALL, WRITE, OR FAX FOR YOUR FREE CATALOG!

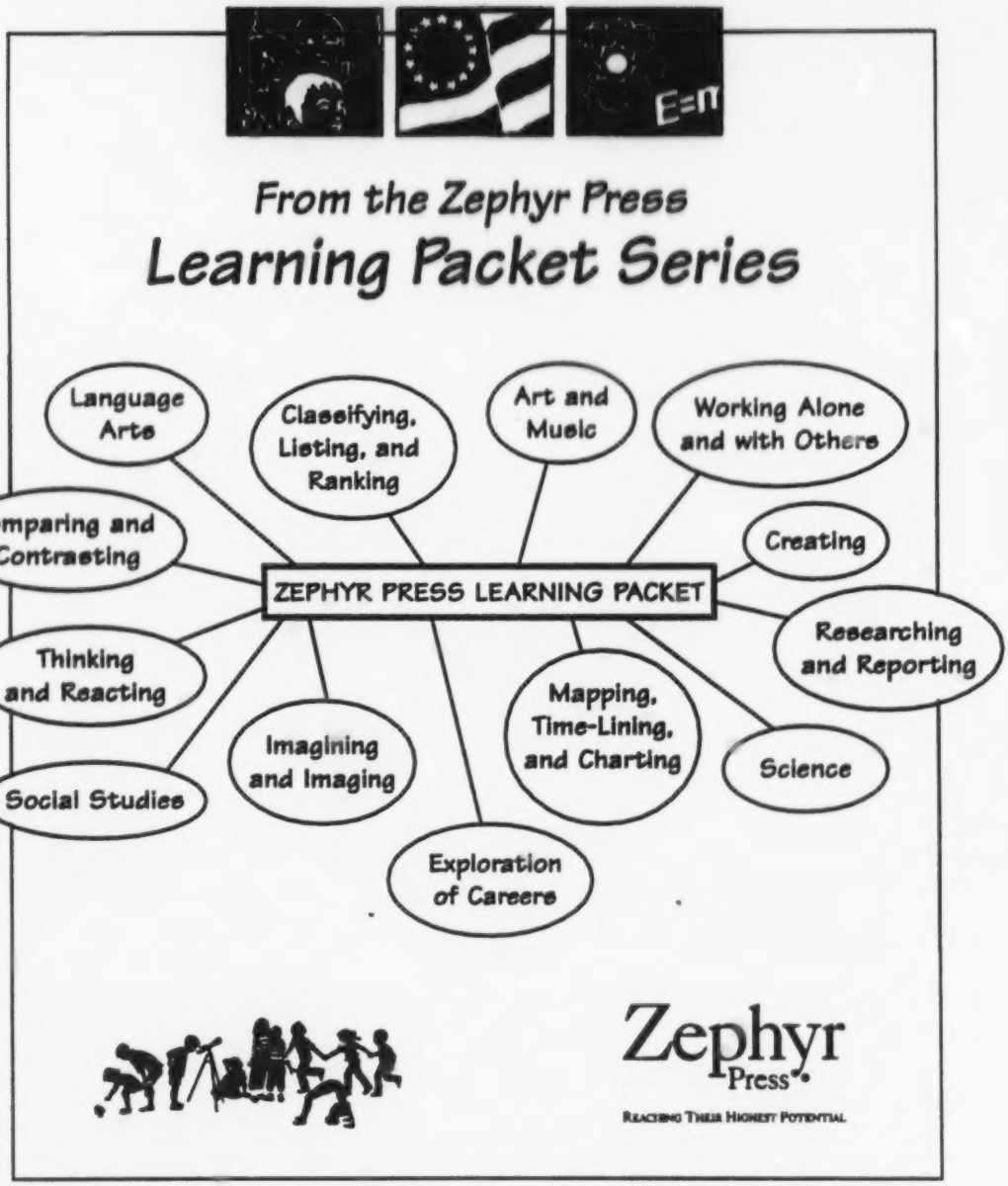
To order write or call:

Zephyr Press®
Reaching Their Highest Potential

P.O. Box 66006-W
Tucson, AZ 85728-6006

(520) 322-5090
FAX (520) 323-9402

BEST COPY AVAILABLE



A SELF-DIRECTED LEARNING EXPERIENCE

Each packet:

- ★ is reproducible
- ★ requires little teacher preparation
- ★ works well with the entire class, individually or with a small group
- ★ includes two group levels: K–3 and 4–8, a bibliography, and learning center ideas